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ABSTRACT

A study was conducted to determine the location of authority in multi-unit two-year colleges. Inquiry forms listed 84 practices categorized as general (e.g., accreditation), business, curriculum, instruction, administrative personnel, teaching personnel, non-teaching personnel, research, services, student development services, and relationships with other schools and organizations. For each practice, administrators were asked to indicate whether the college or the district/head administrative office had the primary responsibility for initiating/planning, coordinating/supervising, evaluating/auditing, and changing/redirecting that activity. Forms were sent to 274 multi-unit community colleges, technical institutes, and university two-year colleges and to 80 multi-unit district headquarters. Study findings, based on responses from 108 institutions and 34 district offices from 26 different states, included the following: (1) responses showed great similarity among all respondent groups in college dominance of all of the functions of decision making; (2) collective bargaining was the only activity seen by all groups as the prime responsibility of the district/central office; and (3) colleges controlled practices listed under curriculum, instruction, student development services, and two of three categories of personnel management. The study report includes a description of a model for increasing decentralized authority in multi-unit systems. (LAL)

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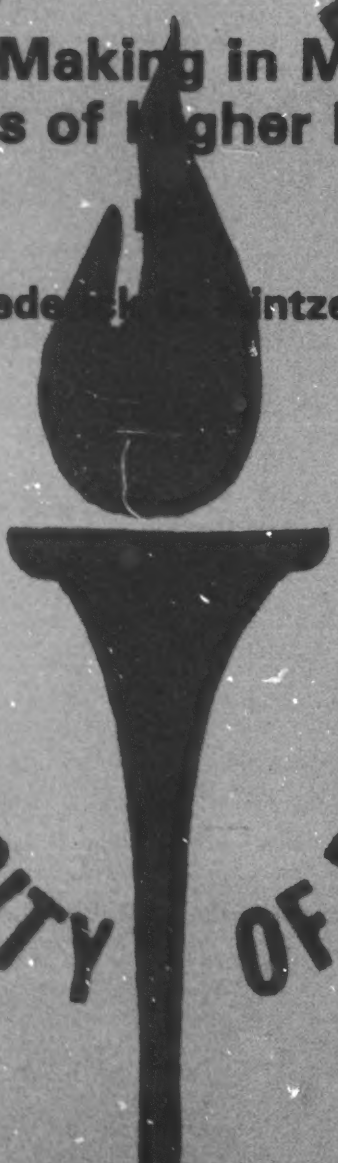
Decision Making in Multi-Unit Institutions of Higher Education

Frederick [illegible] Wintzer



Institute of Higher Education
Gainesville, Florida
1984

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FOREWORD

The problems of decision making are well known to all who serve in executive roles. These problems become more complicated when systems are built on top of systems. The pressures for discovering more efficient units for administrative purposes have become increasingly strong from year to year and one result in the community college development is the multi-unit structure for community colleges. Such multi-unit organizations constitute systems of systems.

Although Kerr has often referred to the "monolithic campus" as one of the distinguishing characteristics of American higher education, the multi-unit structure would seem to provide an alternative not generally recognized until recently. The general agreement among administrators who are involved in such alternatives is not so clear nor so well defined as to constitute adequate description of an acceptable model.

The Institute of Higher Education has been interested in the administration of multi-unit community colleges for some years. Early in the 1970's there were several dissertations completed and several research studies completed that analyzed specific problem areas related to such an organizational structure.

It is appropriate that new interests in these problems be identified some ten years after the first series. Dr. Frederick Kintzer (The University of California, Los Angeles), has been a continuing student of the multi-unit district. His earlier work in this area appears in almost every reference list that relates to multi-unit administration. We are pleased to present these, his latest thoughts, on the topic as a new addition to the literature.

James L. Wattenbarger
Gainesville, Flordia
February, 1984

DECISION MAKING IN MULTI-UNIT INSTITUTIONS OF HIGHER EDUCATION

Frederick C. Kintzer

1984

The multi-unit type of organization in higher education was described a decade ago as one of the reasons for the acceleration of homogeniety among universities and colleges, the diminution of individual campus indentity, erosion of the chief executive's role, and the encouragement of the rise of system-wide interest groups as independent kingdoms. These conditions, it was concluded, led inexorably toward politicization of the entire system (The Chronicle of Higher Education, March 15, 1971).

Evidence continues to mount that the relentless growth of multi-unit institutions--multi-universities, multi-unit community colleges--threatens solidarity and cohesion of the separate campuses. Rise of collective bargaining, particularly at the two-year college, and the accelerated growth in size and complexity of statewide systems is compounding the "sickness." We are told that differentiation and flexibility of the units are rapidly diminishing, and political maneuvering rather than educational quality is often the central focus.

Continuing the scenario, problems presumably become more complex and issues more intense as a result of too much centralized authority or too much decentralized responsibility. Administrative units that are heavily centralized tend to operate with little understanding of or appreciation for the needs and problems of the individual campuses. In more dramatic terms:

> Centralization leaves idle and unusued the powerful coordinative capacity of the human nervous system, and substitutes for it an impersonal coordinative mechanism (Simon, 1960, p. 240).

Usually the product of lean economic periods and other crisis situations, over-centralization clearly reduces the influence of constituent members of the organization, both internal and external, and perhaps even more dangerous to institutional vitality, their sense of responsibility. Some writers contend that centralized systems of higher education have not lived up to their promise of greater economy and equity, rather:

> They do possess the potential for external intrusion in essential academic matters properly the concern of individual campuses (Mayhew, 1977, p. 303).

On the other hand, too much decentralization, too much concern for the campuses, leads to institutional fragmentation. In extreme situations, attention to the overall goals of the multiversity or multi-unit community college district is submerged under a welter of concerns expressed by individual campuses and departments within campuses. Mortimer and McConnell offer a specific example:

> Segmental decision making without concern for the institution as a whole aggravates natural conflicts between humanists and scientists and between professional schools and some academic disciplines. The press for decentralization also tends to strengthen specialization and departmentalization, which undermine any unified coherent program of general or liberal education (Mortimer and McConnell, 1979, p. 244).

In the extreme, the determination to disperse controls and to place responsibility for decision making, even policy formation, with "the troops" reduces the role of the chief executive from leadership to mediator or caretaker.

Many multi-unit colleges and universities achieved a high degree of decentralization during the 1960s and early 1970s. In search of answers to the dilemma of size and complexity, dispersion of responsibility became the desirable end, rather than a technique to help produce efficiency and effectiveness. During a period of rapid growth and diverse development, autonomy of individual colleges appeared to be "the only alternative to paralysis" (Richardson, 1973, p. 142). Although the rush toward decentralization of decision making was tempered in the 1970s by financial setbacks, enrollment shortages, and the increasing popularity of collective bargaining, decentralized responsibility continued. As Richardson pointed out: ". . . autonomy is a need that can never be satisfied" (Richardson, 1973, p. 143).

In the last 15 years, three major studies have been published on the location of authority in multi-unit two-year colleges. The first, a 1969 investigation of the distribution of primary responsibility among multi-unit junior college districts across the country, 45 district and 75 institutional respondents reported district primary responsibility in only four areas: administrative data processing, purchasing, accounting, and warehousing and supplies. A host of other practices--between 20 and 25 of the 40 areas listed--were placed under institutional domination. Most participants indicated that the colleges enjoyed a high degree of autonomy (Kintzer, Jensen, Hansen, 1969, pp. 24-26).

A second nationwide investigation of the central administration of 25 community college districts (13 multi-campuses and 12 multi-colleges) published in 1975 by Wattenbarger and Holcombe also revealed that a limited number of administrative functions were performed at district offices. As viewed by district (not college) leaders, these functions

were directly related to fiscal, personnel, and coordinating activities. The latter activity was more specifically defined as "coordination and support of college programs" (Wattenbarger and Holcombe, 1975, pp. 17-18).

A third study of 13 urban multi-unit community college districts conducted in 1974, but reported a year after the Wattenbarger-Holcombe survey, supported the same finding. The authors, Jenkins and Rossmeier, concluded that:

> . . .a great deal of influence was exercised over most activities by the various administrative levels within the component units. Even those activities related primarily to the entire college were controlled by unit rather than college-level administrators (Rossmeier, 1976, p. 81).

Four other research studies, all dissertations completed at the University of Florida since 1972, concentrated on particular areas of multi-unit district decision making, i.e., student personnel services, curriculum and instruction, budget administration, and role interpretations of the chief executive officers (McCluskey, 1972; Holcombe, 1974; Bielen, 1974; Buckner, 1975). The several conclusions reached independently by the investigators are important contributions to a much-needed theoretical framework for multi-unit district administrative decision making.

As identified in the findings of the four dissertations summarized by Wattenbarger, centralized decision making during the 1970s was common in student activities, placement and follow-up, admissions and records, curriculum, budget making, purchasing, non-credit course administration, long-range planning, faculty benefits, and public information (Wattenbarger, 1977, p. 13).

As shown in Table 1 of this study, most of the functions identified above related to instruction and student personnel (or development) services appear now to be college or campus prerogatives. (See Appendix A of this study to identify exact or similar wording of functions). Moreover, responsibility for many activities under business, personnel-administration, research, services, and relationships with other institutions and organizations were not clearly identified in the present investigation.

How, then, can multi-unit systems be managed more efficiently and effectively short of casting them out? Several notions will be discussed in a later section; however, the focus of this study is not an attempt to uncover corrective measures, but to determine the present condition of centralized/decentralized responsibility-authority in multi-unit community colleges. Where within the several functional levels of decision making is the responsibility centralized? Which practices are decentralized? The vehicle used, is again, the multi-unit community college district. Since a sizable number of university (branch) colleges participated along with several central offices, tentative comparisons between these multi-units and community colleges were added to the results.

For this investigation, a multi-unit institution is defined as a two-year college organization, not a state system, with more than one college, campus, or branch with a district or central office, separated administratively and usually geographically from the units.

After visiting 10 multi-unit districts in six states, in 1965, Arthur M. Jensen described two contrasting philosophies of administrative control. The first type referred to as either "multi-campus" or "multi-

branch," or "multi-program," operates with a strong central office and campuses as divisions of a single institution. The "multi-campus" or "multi-branch" offers comprehensive educational opportunities, and the "multi-program" type has different curriculums, e.g., technical-vocational provided by one, and liberal arts by another. The second organization was named "multi-college," where maximum autonomy was given each such institution within the district (Jensen, 1965, p. 103).

For further discussion of models, see bibliographic items under Erickson, Jensen, Morrissey, and Jones, all of whom were pioneers in the formation and devleopment of multi-unit two-year colleges.

THE STUDY

The inquiry form used in the investigation (Appendix A) was initially composed of a variety of practices listed on the vertical dimension, similar to the Kintzer, Jensen, Hansen 1969 study. The three horizontal columns were:

AREAS OF PRIMARY RESPONSIBILITY		
College	District	Shared

This time, practices were reworded and others added to account for recent activities, e.g., affirmative action, collective bargaining. The several types of decisions described by Talcott Parsons and Herbert Simon's categories of decisions related to substance were considered.

The outline of types of policies developed by Parsons includes:

1. Policy decisions--those involving the entire institution and directly related to institutional objectives [accreditation, affirmative action, and continuing education],

2. Allocative decisions--those determining resources, materials, facilities, equipment, and finance; and
3. Coordination decisions--those concerning the integration of the organizational parts of the institutions [administrative organization of units, special programs, and alumni] (Parsons, 1960, pp. 30-33).

Categories related to the substance of decisions were also represented in identifying practices:

1. Programmed decisions--repetitive and routine matters involving application of established policy or instructions to particular circumstances [purchasing supplies/materials, employing, evaluating, screening, and selecting personnel] and,
2. Non-programmed decisions--unstructured and changing conditions involving issues new and vital to the objectives and the welfare of the institutions [admissions and graduation standards, probation, and a variety of services to students] (Simon, 1960).

The initial inquiry was submitted for review to representatives of about 15 multi-unit colleges (including community colleges, university (branch) colleges, and technical institutes) and district/central offices across the country. The resulting final version included additional practices and a two-dimensional horizontal configuration.

The vertical dimension contained 84 practices arranged alphabetically in each of 11 groupings: general, i.e., accreditation, administrative organization of units, affirmative action, and collective bargaining (4 practices), business (8 practices), curriculum (6 practices), instruction (3 practices), personnel- administrative (7 practices), personnel-teaching (7 practices), personnel- non-teaching (7 practices), research (8 practices),

services (9 practices), student development services (16 practices), and relationships with other schools and organizations (9 practices).

The first of the two-dimensional horizontal configurations was composed of the four functions or administrative activities involved cyclically in the development of the practices: activities of (1) initiating or planning, (2) coordinating or supervising, (3) evaluating or auditing, and (4) changing or redirecting. Each of the self-explanatory functions/activities was divided into three vertical columns representing the second horizontal configuration: (1) district or head administrative office, (2) college or technical institute, and (3) responsibility location not clear. Respondents were asked to place a "1" after each practice or item where they thought primary responsibility was located for each of the four functions or activities; and a "2" in one of the three columns where the primary responsibility should be located in the future. If the location of the primary responsibility was not clear, than a "✓" was to be placed in the appropriate column under each of the functions.

An example was included as follows:

Figure 1

Practices in Multi-Unit Two-Year Colleges

After each item, please place a "1" where you think primary responsibility is now located for each of the 4 functions or activities. If you think the primary responsibility should be changed, place a "2" in the appropriate column. If the location of primary responsibility is not clear, place a "✓" in the appropriate column.

ITEMS	FUNCTIONS OR ACTIVITIES											
	Initiating or Planning			Coordinating or Supervising			Evaluating or Auditing			Changing or Redirecting		
	CURRENT RESPONSIBILITY FOR / SHOULD BE CHANGED TO:											
	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. location Not Clear
Example → Example → Accreditation	1	2			1		1					✓

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Response rates were gratifying despite the complexity of the inquiry. While only a few respondents utilized the "2" ("should be") indicator, virtually all completed the form in terms of current responsibility.

The Clientele

Inquiry forms were sent to 274 multi-unit two-year colleges and institutes, and 80 multi-unit district headquarters or central offices in 29 different states (a total of 354 inquiries). Sub-totals were recorded as follows:

Figure 2

Community Colleges			University Colleges			Technical Institutes			Totals		
Cols.	Dists.	Sts.	Cols.	Dists.	Sts.	Insts.	Dists.	Sts.	Cols.	Dists.	Sts.
174	57	19	68	14	10	32	9	(7)	274	80	29

Forms were returned by 108 colleges and institutes and 34 district headquarters or central offices in 26 different states (a total of 142 inquiries). Sub-totals were recorded as follows:

Figure 3

Community Colleges			University Colleges			Technical Institutes			Totals		
Cols.	Dists.	Sts.	Cols.	Dists.	Sts.	Insts.	Dists.	Sts.	Cols.	Dists.	Sts.
86	28	17	19	5	9	3	1	(2)	108	34	26

The greatest number of returns came from community colleges (50 percent) and community college districts (50 percent), particularly from California where inquiries were received from 43 of 54 colleges (80 percent) and 11 of 20 districts (55 percent). Returns from university colleges totaled 19 of 68 (28 percent) and university college central offices 5 of 14 (36 percent). Since only 3 of the 32 technical institutes and 1 of 9 district/state central offices participated, these segments were not included in the report.

Comparative Analysis

Analytical techniques were kept at a minimum. Arithmetic totals were computed for each cell, and a profile drawn for the following categories:

Figure 4

Colleges		
Los Angeles	(10)	
California	43	
Non-California	43	
All Community Colleges		86
All University Colleges		19
All Colleges		105

Figure 5

District/Central Offices		
Los Angeles	(1)	
California	11	
Non-California	17	
All Community Colleges		28
All University College Central Offices		5
All College Districts and University College Central Offices		33

A profile cell marked (X) indicates agreement of more than 50 percent of the participants. Cells shaded (///) indicate disagreement of 50 percent or more. An "agreement" or "disagreement" cell containing numbers represents "should be" votes.

Comparison charts were drawn for:

(1) Los Angeles Colleges vs. Los Angeles Community College District,

(2) California Community Colleges vs. California Community College Districts,

(3) California Community Colleges vs. Non-California Community Colleges,

(4) California Districts vs. Non-California Community College Districts,

(5) Non-California Community Colleges vs. Non-California Community College Districts,

(6) All Community Colleges vs. All Community College Districts,

(7) All Community Colleges vs. All University Colleges, and

(8) All Community College Districts vs. All University College Central Offices.

Comparative findings reported in the next section were drawn from three types of cells:

1. Agreement--more than 50 percent of each of the two groups, being compared.
2. Disagreement--50 percent or more of each of the two groups, and
3. Unusual Combinations of Agreement and Disagreement

The comparative sketches will deal primarily with those practices on which agreement or disagreement was reported in all four of the functional areas, e.g., initiating or planning, coordinating or supervising, evaluating or auditing, and changing or redirecting.

Findings

A comparative format was used to present the results of the investigation. Reactions of sub-groups of colleges and/or districts or central offices will be briefly contrasted and summarized. Profiles of three groups will be presented in tabular form, and contrasted in greater detail:

1. All Community Colleges vs. all Community College Districts,
2. All Community Colleges vs. all University Colleges, and
3. All Community College Districts vs. all University College Central Offices.

The first of the five sub-grcups:

Los Angeles Community Colleges vs. Los Angeles Community College District Impressions (see Appendix B, a profile developed for all comparisons).

All 10 of the Los Angeles community colleges responded. One offered a composite of three administrative opinions. The colleges and the district reports showed a high degree of consistency. The profile of colleges and the district indicated like reactions in 64 of the 84 practices, placing responsibility at the colleges for all four functional levels. Responsibility for only six practices was thought to be at the district office: collective bargaining, professional development, and screening credentials (under personnel-administration), screening credentials (under personnel-teaching), finance (under research), computer systems-administrative (under services). These practices consistently favoring college responsibility for initiating, coordinating, evaluating, and changing (in all 11 groups of activities) illustrates the continuing decentralization movement from district to colleges.

Differences of opinion were recorded in 14 of the 84 practices. For example, for professional development (under services) the district viewed responsibility as held at the district, while the colleges ascribed primary responsibility for the institutions. Appraisal of the articulation situation was uniformly placed at the colleges, except for initiating the process, where the majority gave prime responsibility to the district. The district, however, felt that articulation should, in the future, be a college prerogative.

California Community Colleges vs. California Community College Districts Impressions

California colleges and California districts were considerably less consistent in locating responsibility for the 84 items. This difference

extended through seven of the 11 groupings. Only in personnel-teaching, personnel-non-teaching, and student development services were many items given like-clustering by California college and district officers. Disagreement among district officials regarding the location of responsibility appeared to be a major reaction. To illustrate, districts disagreed on 29 of the 84 practices at the initiating functional level, as compared to nine for the colleges. District disagreement increased to 35 items and college disagreement increased moderately to 13 at the changing or redirecting functional level. The district confusion was further highlighted in the reporting of articulation, where college officers kept responsibility at the colleges, but district respondents indicated in significant numbers that location of such responsibility was not clear. A similar confused reaction was shown for community advisory boards.

California Community Colleges vs. Non-California Community Colleges

Impressions

In contrast to the general lack of agreement between California colleges and districts, reactions of college executives throughout the country uniformly appeared to favor decentralizing responsibility. Both California and non-California college leaders agreed that responsibility in all four functional levels was generally located at the institutions. Such agreement was most pronounced in four groupings: curriculum, personnel-teaching, personnel-non-teaching, and student development services. While such practices as affirmative action and collective bargaining (under general), computer services (under business), and finance (under research) were consistently listed by both groups of colleges for the districts, some 36 of the 84 items were cited as college responsibility.

On items where the California and non-California colleges were divided, responses of the latter group were more frequently in the "unclear" column. This was particularly pronounced for practices under personnel--administrative where the non-California respondents were unclear on every item for the initiating function. However, the two groups, in general, tended to emphasize decentralization.

California Community College Districts vs. Non-California Community College Districts

Impressions

California and non-California districts showed wide divergence. Inconsistencies were scattered over six of the 11 areas at all functional levels. While responsibility for affirmative action and collective bargaining was uniformly placed at the district by both California and non-California respondents, accreditation was thought to be at the colleges in California, but at district offices outside that State. Differences in accreditation policies among the several regional accrediting agencies represented were undoubtedly important reasons. Responsibility for the various research items varied widely. California district executives gave to the colleges responsibility for most items under instruction, student development services, and support services. However, confusion on items in these categories was most apparent in non-California reporting. A "consistent/inconsistent" pattern was noted in non-California reactions.

Similar to non-California colleges, non-California districts used the "unclear" columns more frequently than their California counterparts. This voting was well-scattered throughout the four functional levels and, again, particularly concentrated in the personnel-administrative

area. The greater consistency registered by California colleges and districts was, in all probability, the product of belonging to the same state system. Non-California colleges and districts were spread among 18 states.

Non-California Community Colleges vs. Non-California Community College Districts

Impressions

Non-California colleges and districts followed a similar inconsistent pattern. To a greater degree than in other comparisons, uncertainty was apparent in the fourth function--changing or redirecting practices. In only one activity under research--finance-- were colleges and districts consistent, and in only two of the "relationships" items--foundations and state and national commissions. All of these items were assigned to district central offices. In two of the four functions--initiating and evaluating--articulation was placed in the districts, but the non-California colleges appeared to be unclear regarding the location of responsibility for the other two functions--coordinating and changing--with respect to articulation agreements. Reactions to intercollegiate athletics were mixed. Both the colleges and districts were unclear at all of the functional levels for that activity.

Community Colleges vs. Community College Districts

Impressions (see Table 1 for detail)

Among the 86 community colleges and 28 districts, reactions were mixed on approximately one-half of the practices. Responsiblity for the majority of items under business, personnel-administration, research, services, and relationships remained unclear. The confusion was apparent over all four functional areas for both colleges and districts. Congruency

Table 1

Congruencies at all four functional levels were reached by both community college and district executives.

Colleges	Districts	Unclear
	- collective bargaining	
	- accounting	- budget management
- continuing educ. - transfer educ.	- computer services	
- course organization & content - instructional techniques		
- supervision		
- assignment - evaluation - professional development - supervision		
- assignment - employment - evaluation - selection hiring process		
- curriculum development	- finance	
- assessment entrance & level testing - library-media materials selec. - library-media processing	- computer systems administrative	

Colleges	Districts	Unclear
- discipline - dismissal - health services - housing - intercollegiate athletics - intramural athletics - job placement - orientation - registration		
- recruitment of students	- state and national commissions	
(27)	(6)	(1)

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was shown in 33 of the practices--27 thought of as college and six as district responsiblities. As anticipated, most items associated with instruction and student development services were classified as college prerogative by both groups. Only two curriculum items--continuing education and transfer education--were checked as college responsibility. District reaction, in terms of evaluating and changing was indecisive for community services, experiential or prior learning, and occupational curriculums.

Community college executives asked for change in several business practices--from district to college in budget development, budget management, computer services, and purchasing supplies and equipment. This was not shared by districts officers.

The same reactions (both colleges and districts) were recorded for computer systems (administrative) and computer systems (instruction). Community college executives were recommending additional college responsibility in areas, primarily business practices, that have been assumed to be defensible as district prerogatives.

Community Colleges vs. University Colleges

Impressions (see Table 2 for detail)

The majority of community college and university college executives reached congruency at all four functional levels on 45 of the 86 practices: 41 placed at colleges, two were felt to be district/central office responsibility, the location of two practices was "unclear." College dominance encompassed seven of the 11 practice groupings. Two items--collective bargaining in the general category, and computer services in the business category--were presented as district/central office responsiblity.

Table 2

Congruencies at all four functional levels were reached by both community college and university college executives.

Colleges	Districts/Offices	Unclear
	- collective bargaining	
	- computer services	
- community outreach - community services - occupational curr. - transfer curr. - continuing educ.		
- course organization & content - instructional techniques		
- evaluation - professional development - selection (hiring) - supervision		
- assignment - evaluation - professional devel. - selection (hiring) - supervision		
- assignment - employment - evaluation - professional devel. - selection (hiring) - supervision		
		- administrative productivity

Colleges	Districts/Offices	Unclear
- assessment (entrance & testing level) - library-media materials selection - library-media materials processing - publications - use of facilities		
- admissions & records - counseling - discipline - dismissal - financial assistance - food services - foreign students - job placement - orientation - registration - special programs		
- community advisory boards - recruitment (students) - technical educ. advisory committees		- foundations
(41)	(2)	(2)

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Research was the most confused area. While community college respondents placed responsibility at all four functional levels with the colleges, except for finance, university college officials offered a generally confused picture. "Unclear" responses dominated, except for the coordinating level where several practices were placed at the university colleges.

Both types of colleges obviously felt that responsibility--from planning to redirecting--was and should be theirs for much of the operation. This included much of the overall responsibility for hiring to evaluation. Research, again, appeared not to be accepted as a prime task on a broad scale by either group.

Community College Districts vs. University College Central Offices

Impressions (see Table 3 for detail)

The two types of two-year college districts agreed on comparatively few practices at all four functional levels. Only 22 practices were listed as college responsibility for all functions, and none for the districts or central offices. For several practices, authority was recorded at the initiating/planning stage--two business practices, accounting and computer services; computer systems (under services); and state and national commisssions (under relationships). However, agreement lapsed at succeeding functional levels. Although community college district responsibility placement varied considerably among the three possibilities--district, college, and "unclear"--university college central office respondents voted for the colleges: 69 practices (initiating level) and 72 (changing level).

To a much greater extent than community college district leaders, university college chief executives appeared to favor reduction of

Table 3

Congruencies at all four functional levels were reached by both community college and university college/district central offices.

Colleges	Districts/Offices	Unclear
none	none	none
none	none	none
- continuing educ. - transfer curr.		
- course organization & content - instructional techniques		
none	none	none
- selection (hiring) - supervision		
- assignment - employment - evaluation - selection (hiring)		
- curriculum devel.		
- library-media materials selection - library-media materials processing		

Colleges	Districts/Offices	Unclear
- discipline - dismissal - health services - intercollegiate athletics - intramural athletics - job placement - orientation - registration		
- recruitment (students)		- articulation agreements
(22)	(none)	(1)

centralized authority over the entire operation of the institutions. Once again, reporting on research practices lacked uniformity. Agreement was registered at the four functional levels only on curriculum development (at the colleges). However, both groups agreed that the colleges had coordination or supervision responsibility for four research practices: faculty productivity, instruction, students, and support services. Similar agreement was not reached for the evaluating and changing functions. In reporting research responsibility, university college officials were inclined to name their colleges. Community college district voting lacked a discernible pattern.

Summary of Findings

Profiles of the final three comparisons: (1) community colleges and community college districts, (2) community colleges and university colleges, and (3) community college districts and university college central offices, showed great similarity indicating college dominance in all functions of decision making. Collective bargaining remained the only activity seen by all groups as central office prime responsibility. As one would expect, the colleges controlled practices listed under curriculum, instruction, and student development services, but surprisingly, dominated several under two of the three categories of personnel management. Responsibility for research remained in all three pairings a confused situation. None of the eight research practices appeared on all three pairing agreement lists. One is inclined to suspect the strength of research as an organized activity in two-year colleges. A similar impression surfaced in the practice of articulation agreements, where positive placement was not found in any of the pairings. Other evidence beyond the scope of this investigation suggests that attention to articulation agreements, by colleges and districts, is also diminishing.

Significance

This study, like the several others outlined earlier, verified the continuing trend toward decentralization of responsibility/authority, moving from two-year college district/central offices to individual colleges. This direction, while strongest at the coordination functional level, appeared consistently in the other functions, from policy formation through the processes of decision making. This, if a credible view of the situation, illustrates a continuing swing of operational power to the units in multi-unit two-year college systems. The colleges, with district/central office encouragement, need to prepare for greater involvement in policy formation and decision making throughout the entire spectrum of activities. This could mean a substantial increase in management staffs at a time when such increase is hardly a tenable consideration. Still, the reporting of both district and unit executives appears to be endorsing this trend.

However, centralization of authority is supported or at least condoned by a substantial number of two-year as well as four-year campus presidents in multi-unit colleges and universities. Many seem to be content with the status quo, evidently preferring not to deal, as does the district leader, with governors, legislatures, state budget analysts, and tax reform groups. They must recognize that if full authority were granted their unit, a greatly enlarged local bureaucracy would be required to fulfill the heavy management duties associated with such activities as budget preparation and management, construction, grant proposals, affirmative action, and other activities that in previous decades belonged to the district. (For a detailed discussion of this point, see bibliographic references under Lee and Bowen, and Wasser.)

Campus bureaucracies are likely to expand as more activities requiring college management are decentralized to the campuses. If decentralization is to be continued, district executives should seek campus leaders who favorably accept the responsibility.

It would further appear that district/central office authority, particularly operational authority, is destined to be reduced at the upper edge as state systems gain power. District leadership in California, having recently shifted dramatically from locally-oriented organizations to a state system with power potential, now finds itself increasingly stripped of authority.

While decentralization appears to be appealing to districts and colleges alike, continuing in that direction without compromise could be unwise. Organizational effectiveness, rather than the extension of power, ought to be the important goal.

CLUES AND DIRECTIONS

Research on decision making over several decades has persistently suggested that the amount and type of involvement in the process contribute to certain organizational benefits. For instance, the work of Thomas Gordon and Rensis Likert led them to conclude that participative methods are closely related to better decisions, a greater degree of efficiency within the organization, and higher morale among participants (Gordon, 1955; and Likert, 1961).

However, a cavaet should be mentioned at this point. Some individuals do not want to engage in the decision making process. Studies conducted in the early 1960s indicated employee disinterest in participation; some were quite willing to have administrators decide for them. Other experiments in decision making participation revealed that some workers viewed

invitations to become involved as simply an executive technique to explain away a priori decisions (Coch and French, 1958; Dill, 1959). Activities away from the job--the job of teaching for community college instructors--may be more important than engaging in organization decision making. Broader participation in the decision making process does not guarantee beneficial results.

Positive results continue to appear in research findings. An important conclusion reached from the more recent Jenkins and Rossmeier study pertaining specifically to multi-unit colleges was that organizational effectiveness increased when internal constituents were directly involved in decision making. Similar to Gordon and others, these investigators were led to conclude that the most important factor was the amount of influence individuals felt they had throughout the multi-unit organization. This, rather than highly centralized or decentralized authority (influence) appeared to be the crucial element (Rossmeier, 1976, p. 83). In other words, the use of human talent was more important than an equitable pattern of responsibility/authority distribution. Neither centralization nor decentralization apparently holds the secret of improved organizational effectiveness. The wise management and development of human resources is perhaps the accent needed.

In an interesting play on words, one author used the phrase, "centralization of human resources," in presenting a case for comprehensive personnel managers. Wise managers of a system's human talents place responsibility for leadership in the hands of a few talented individuals--those who have a broad understanding of the total organization (Burn, 1979). A judicious dispersal of authority within a basic centralized framework is the inferred pattern.

Another clue similar to the references to centralization of human resources was provided by Richman and Farmer. They suggested capitalizing on strengths wherever found in the units, to grant greater authority to those who display skills of decision making and decision implementation, and to curtail the authority at the weak points whether in the central office or at the campuses. This strategy, according to Richman and Farmer:

> . . .enables the stronger parts to subsidize the weaker and keep more of them viable, thus enabling the university to pursue more of its varied and diverse groups (Richman and Farmer, 1974, p. 247).

At the same time, the authors warned that too much authority should not be abdicated to college leaders for fear power imbalances would develop.

Richman and Farmer then proceeded to identify and discuss the characteristics of the strongest individuals or units in an organization, e.g., those having strong external supporters, those coming closest to achieving their own goals as well as the organization's, and those producing the best qualified graduates (Richman and Farmer, 1974, pp. 247-8).

Effective functioning of an organization appears, in reality, to be on a time-developmental continuum. Clues to this pattern of progressively more decentralized decision making in multi-unit systems are found in the work of Philip Selznick. According to Selznick, four key leadership tasks must be understood and implemented to assure smooth relinquishing of decision making authority:

1. defining the institution's mission and role,
2. building the institution's purpose into its social structure,
3. defending the integrity of the organization, and

4. gaining the consent of constituent units, ordering internal conflicts, and maintaining a balance of power appropriate to the fulfillment of key institutional commitments (Selznick, 1957, pp. 62-4).

When a multi-unit system is created and begins to develop, decentralization gradually replaces centralization. In the early stages, the administrative group of the first college is subject to tighter controls by the district office. As the campus staff matures, more responsibility and authority are granted. Greater freedom is normally allowed when the new administrators show evidence of being able to resist both outside pressures and internal jealousies. The accompanying chart, "Toward Increased Decentralized Authority in Multi-Unit Systems," is based on Selznick's thesis. Brief explanations of each of the four steps follow.

Step 1: Defining the Institution's Mission and Role

Developing district wide goals and translating these into policies is the primary obligation of the executive staff of a newly established multi-unit system. The leadership group: district chancellor, president of the first college, possible deans of instruction and students, librarian, and others, develop goal statements, and settle on a series of common understandings for endorsement by the Board of Trustees. Selznick referred to this period of the "autonomous maturation of values" (Selznick, 1957, p. 113) when the executive group directs attention to goal setting. As decisions are made by line and staff officers, procedural statements are systematically formulated. The combination of policies and procedures is the beginning of a most important document, the board policy manual.

This period of maturation has a distinct military flavor, when precision planning of the mission is vital to later success. District

Table 4

Toward Increased Decentralized Authority in Multi-Unit Systems

	Step 1	Step 2	Step 3	Step 4	
	MATURATION OF VALUES →				
FROM CENTRALIZED AUTHORITY (District)	Defining the Institution's Mission and Role (Developing districtwide goals -- translating these into policies)	Building Institutional Purposes into the Social Structure (Developing techniques for meeting local service requirements -- employing staff who understand community values)	Defending the Integrity of the Institution (Maintaining values and distinctive community identities -- balancing internal and external power groups)	Gaining Consent of Constituent Units (Balancing authority in an environment of free-flowing communication)	TO DECENTRALIZED AUTHORITY (Colleges)

leaders are constantly checking decisions in terms of goals and the relationship of procedures to policy. The district executive can afford to relinquish control as district-wide goals emerge and are tested through day-by-day decisions at the campus level. Maximum direction from the chancellor's office decreases as the organization matures.

Step 2: Building District/Institutional Purposes Into the Social Structure

The decentralization process is now underway, as the first and possibly a second college develop procedures for meeting service area requirements. Control is gradually lifted and authority granted. Control is retained, at least for a time, only where services are tied directly to the district-wide budget, e.g., transportation, maintenance, computer services. More college autonomy is required in the comparatively isolated portions of the district where presumably the social order demands individualized approaches.

Building purposes into the social structure implies knowledge of the various communities represented in the district. The task to be accomplished primarily by the president and the immediate executive group is a highly creative one. It requires shaping the character of the individual college according to the personality of the service community, and sensitizing the staff to appropriate ways of thinking and reacting to educational requests.

At stage 2, college leaders normally should have the final decision on hiring teaching and non-teaching personnel who appear most likely to remain loyal to the value structure of the college community as well as to district goals. However, in developing curriculum and providing services, shared responsibility between district and college is advisable, especially in decisions on the placement of costly vocational-technical

programs and location of large services units, e.g., recreation and activities centers. Decisions pertaining to course organization and content, instructional techniques, and the various services for students should remain at the individual colleges.

In more theoretical terms, the importance of district leadership diminishes as the internal interest groups determine the limits of their own behavior within the social structure.

Step 3: Defending the Integrity of the Institution

At this point in the system's development, the character of the total organization has supposedly been established. Each unit, under increasingly autonomous leadership, develops a recognizable personality of its own. Devices such as the catalog and other descriptive publications, reflect this individuality, and commit the college to prescribed programs and services.

Defense of institutional integrity refers to the persistence of the college's values, its role in maintaining values, and competence to do so. Success in protecting values is largely contingent on the precision of the statement of purposes, and the quality of support given it by college personnel. At this stage, it is critical that decision makers are given enough autonomy to try new approaches, to venture beyond the traditional.

Step 4: Gaining the Consent of Constituent Units

An organization's ability to honor commitments depends on a delicate balance of power groups--a balance made much more difficult under collective bargaining, affirmative action, and the highly politicized relationship with state government. Gaining consent of the units within the organization requires the constart vigilance of the district leadership. It is the

chancellor's responsibility to balance internal competition and conflicts. For example, the flagship campus is apt to have a power advantage over the original college. Its earlier one-and-only position, nearness to headquarters, staff seniority, quantity of equipment, established campus, and the loyal alumni are all advantageous in the competition for privileges and favors.

The proper balance of central office and college strength varies according to community characteristics as well as the administrative style of the district chief executive. As suggested earlier, decentralization can encourage creativity, increase program relevance, and strengthen morale, but can also result in ineffective handling of matters of district wide concern and also aggravate intercollege competition. Strong centralization can result in maximum efficiency, economy, and impartial treatment of institutions, but risks depersonalization, avoidance of responsibility, and lower morale. Quite obviously, however, the central office cannot escape certain responsibilities clearly prescribed by legislation. On financial and personnel matters, district officials must assume authority as law requires. It is reasonable to say that activities as system-wide long range planning, budget preparation and analysis, public information, and the procurement and distribution of services, e.g., information systems, equipment and material, require district responsibility. But according to the present study, even these appear to have lost central office control, particularly at the administrative activity level referred to as "coordinating" or "supervising."

As suggested earlier, neither centralization nor decentralization holds the secret of improved organizational effectiveness. The important factor is the critical level of balance where campus individuality and district leadership are both maintained.

CONCLUDING STATEMENT

Community colleges and university colleges in multi-unit organizations participating in this study appear to have gained decision making power from their parent districts or central offices throughout a wide spectrum of activities. The shift from central office to college is a continuing phenomenon, having been first noted two decades ago.

Many unexamined questions were raised during the review of the data collected for the investigation. For example:

1. What, if any, relationship exists between the two great power movements involving multi-unit two-year colleges: from centralized (district) to decentralized (college) responsibility, and from district to state authority?
2. "Centralization of human resources" was referenced in two sections of the paper. What potential has this development as an alternative to the apparent imbalance between centralized and decentralized decision making?
3. Has the multi-unit district organization seen its day? How can this question be further tested?

No precise pattern of decision making can realistically be designed for multi-unit systems. Variables are too highly personalized. The appropriate balance of decision making is largely dependent on the awareness of the district leadership, institutional pride, and the accuracy of the communication system.

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APPENDIX A

Practices in Multi-Unit Two-Year Colleges

After each item, please place a "1" where you think primary responsibility is now located for each of the 4 functions or activities. If you think the primary responsibility should be changed, place a "2" in the appropriate column. If the location of primary responsibility is not clear, place a "✓" in the appropriate column.

ITEMS	FUNCTIONS OR ACTIVITIES											
	Initiating or Planning			Coordinating or Supervising			Evaluating or Auditing			Changing or Redirecting		
	CURRENT RESPONSIBILITY FOR / SHOULD BE CHANGED TO:											
	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear
Example — Example — Accreditation	1	2			1		1					✓
Accreditation												
Administrative Organization of Units												
Affirmative Action												
Collective Bargaining												
Business Accounting												
Budget Development												
Budget Management												
Computer Services												
External Funding Sources (inc. Foundations)												
Purchasing Instructional Materials												
Purchasing Other Supplies & Equipment												
Student Body Funds												
Curriculum Continuing Education												
Community Outreach & Satellite Programs												

ITEMS	FUNCTIONS OR ACTIVITIES											
	Initiating or Planning			Coordinating or Supervising			Evaluating or Auditing			Changing or Redirecting		
	CURRENT RESPONSIBILITY FOR / SHOULD BE CHANGED TO:											
	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear
Community Services												
Experiential or Prior Learning												
Occupational Curriculums												
Transfer Curriculums												
Instruction												
Course Organization & Content												
Instructional Techniques												
Scholarship Standards (grading, probation)												
Personnel--Administrative												
Assignment												
Employment												
Evaluation												
Professional Development												
Screening Credentials (hiring process)												
Selection (hiring process)												
Supervision												
Personnel--Teaching, Certificated (including crafts												
Assignment												
Employment												
Evaluation												
Professional Development												
Screening Credentials (hiring process)												

ITEMS	FUNCTIONS OR ACTIVITIES											
	Initiating or Planning			Coordinating or Supervising			Evaluating or Auditing			Changing or Redirecting		
	CURRENT RESPONSIBILITY FOR / SHOULD BE CHANGED TO:											
	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear
Selection (hiring process)												
Supervision												
Personnel--Non-teaching, Classified Assignment												
Employment												
Evaluation												
Professional Development												
Screening Credentials (hiring process)												
Selection (hiring process)												
Supervision												
Research Administration/Management Productivity												
Curriculum Development												
Faculty Productivity												
Finance												
Instruction												
Physical Plant Planning & Utilization												
Students												
Support Services												
Services Assessment (entrance & level testing)												
Computer Systems (administrative /managerial uses)												

ITEMS	FUNCTIONS OR ACTIVITIES											
	Initiating or Planning			Coordinating or Supervising			Evaluating or Auditing			Changing or Redirecting		
	CURRENT RESPONSIBILITY FOR / SHOULD BE CHANGED TO:											
	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear
Computer Systems (instructional purposes)												
Library/Media Center Materials Selection												
Library/Media Center Materials Processing												
Maintenance of Facilities & Grounds												
Publications (brochures, catalogs, schedules)												
Security (police, fire protection)												
Use of Facilities by Outside Groups												
Student Development Services												
Admissions and Records												
Counseling (academic, career, personal)												
Bookstore												
Discipline												
Dismissal												
Financial Assistance (loans, scholarships)												
Food Services												
Foreign Students												
Health Services												
Housing												
Intercollegiate Athletics												
Intramural Athletics												

ITEMS	FUNCTIONS OR ACTIVITIES											
	Initiating or Planning			Coordinating or Supervising			Evaluating or Auditing			Changing or Redirecting		
	CURRENT RESPONSIBILITY FOR / SHOULD BE CHANGED TO:											
	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear	District or Head Admin.	College or Tech. Inst.	Resp. Location Not Clear
Job Placement												
Orientation												
Registration												
Special Programs (EOPS, handicapped, vets)												
Relationships with Schools and Organizations												
Alumni												
Articulation Agreements												
Community Advisory Boards												
Foundations												
Public Information (press, television)												
Recruitment (students)												
Technical Education Advisory Committees												
State & National Commissions (government agencies, legislators)												

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APPENDIX B

PRACTICES IN MULTI-UNIT TWO-YEAR COLLEGES

After each item, please place a "1" where you think primary responsibility is now located for each of the 4 functions or activities. If you think the primary responsibility should be changed, place a "2" in the appropriate column. If the location of primary responsibility is not clear, place a "✓" in the appropriate column.

LOS ANGELES COMMUNITY COLLEGE DISTRICT AND COLLEGES

X = AGREEMENT OF MORE THAN 50%
/ = DISAGREEMENT OF 50% OR MORE
+ = DISTRICT RESPONSE DIFFERS FROM MAJORITY OF COLLEGE RESPONSES
++ = DISTRICT "SHOULD BE" RESPONSES

ITEMS	FUNCTIONS OR ACTIVITIES											
	Initiating or Planning			Coordinating or Supervising			Evaluating or Auditing			Changing or Redirecting		
	CURRENT RESPONSIBILITY FOR / SHOULD BE CHANGED TO:											
	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear	District or Head Admin. Office	College or Tech. Inst.	Resp Location not Clear
Example → Example → Accreditation	1	2			1		1					✓
Accreditation		X			X		+	X			X	
Administrative Organization of Units										/////+/////		
Affirmative Action	X	++		////++////						X		
Collective Bargaining	X			X			X			X		
Business Functions												
Accounting	X			X			X			X		
Budget Development		++		//+//////////						//+//////////		
Budget Management	X	X		X	X		//+//////////			/////+//////		
Computer Services	X	X		X	X		//+//////////			X		
External Funding Sources (inc. Foundations)			X			X	+	X		////////++//////		
Purchasing Instructional Materials			X			X	//+//////////			+	X	
Purchasing Other Supplies and Equipment			X	+		X	//+//////////			+	X	
Student Body Funds			X			X			X			X
Curriculum												
Continuing Education			X			X	+	X			X	
Community Outreach and Satellite Programs			X			X	+	X			X	

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ITEMS	FUNCTIONS OR ACTIVITIES											
	Initiating or Planning			Coordinating or Supervising			Evaluating or Auditing			Changing or Redirecting		
	CURRENT RESPONSIBILITY FOR / SHOULD BE CHANGED TO:											
	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear
Community Services							+					
Experiential or Prior Learning												
Occupational Curriculums												
Transfer Curriculums				+						+		
Instruction												
Course Organization and Content												
Instructional Techniques												
Scholarship Standards (grading, probation)		+									+	
Personnel - Administrative										+		
Assignment												
Employment												
Evaluation												
Professional Development		++			+			++				
Screening Credentials (hiring process)					+						+	
Selection (hiring process)												
Supervision												
Personnel - Teaching, Certificated (including crafts)												
Assignment												
Employment		+			+							
Evaluation												
Professional Development	+			+			+			+		
Screening Credentials (hiring process)												

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ITEMS	FUNCTIONS OR ACTIVITIES											
	Initiating or Planning			Coordinating or Supervising			Evaluating or Auditing			Changing or Redirecting		
	CURRENT RESPONSIBILITY FOR / SHOULD BE CHANGED TO:											
	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear
Selection (hiring process)		X			X			X			X	
Supervision		X			X			X			X	
Personnel - Non-teaching, Classified												
Assignment		X			+			X			+	
Employment	+			+			+			+		
Evaluation		X			X			X			X	
Professional Development	++			++			++			+		
Screening Credentials (hiring process)	X			X			X			X		
Selection (hiring process)	+			+			X			+		
Supervision		X			X			X			X	
Research												
Administration/Management Productivity	+			+			X			X		
Curriculum Development		X			X			X			X	
Faculty Productivity		X			X			X			X	
Finance												
Instruction		X			X			X			X	
Physical Plant Planning and Utilization	+			+				+		+		
Students	+			+			+			+		
Support Services		X			X						+	
Services												
Assessment (entrance and level testing)		X			X			X			X	
Computer Systems (administrative/managerial use)	+			X	+		X			X		

ITEMS	FUNCTIONS OR ACTIVITIES											
	Initiating or Planning			Coordinating or Supervising			Evaluating or Auditing			Changing or Redirecting		
	CURRENT RESPONSIBILITY FOR / SHOULD BE CHANGED TO:											
	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear	District or Head Admin Office	College or Tech. Inst.	Resp. Location not Clear	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear
Computer Systems (instructional purposes)											+	
Library/Media Center Materials Selection												
Library/Media Center Materials Processing												
Maintenance of Facilities and Grounds												
Publications (brochures, catalogs, schedules)	+			+			+			+		
Security (police, fire protection)	+									+		
Use of Facilities by Outside Groups												
Student Development Services												
Admissions and Records												
Counseling (academic, career, personal)												
Bookstore												
Discipline												
Dismissal	+						+				+	
Financial Assistance (loans, scholarships)	++						+					
Food Services												
Foreign Students	++											
Health Services												
Housing			+			+/			+/			
Intercollegiate Athletics												
Intramural Athletics												

BEST COPY AVAILABLE

ITEMS	FUNCTIONS OR ACTIVITIES: Initiating or Planning — CURRENT RESPONSIBILITY FOR / SHOULD BE CHANGED TO:			Coordinating or Supervising			Evaluating or Auditing			Changing or Redirecting		
	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear	District or Head Admin. Office	College or Tech. Inst.	Resp. Location not Clear
Job Placement		X			X			X			X	
Orientation		X			X			X			X	
Registration		X			X			X			X	
Special Programs (EOPS, handicapped, vets)		X			+			X			X	
Relationships with Schools and Organizations												
Alumni		X			X			X			X	
Articulation Agreements		++			+			+			+	
Community Advisory Boards		X			X			X			X	
Foundations		X			X			X			X	
Public Information (press, television)		X			X			X			X	
Recruitment (faculty and staff)		+			+			+			+	
Recruitment (students)		X			X			X			X	
Technical Education Advisory Committees		X			X			X			X	
State and National Commissions (government agencies, legislators)	+	X			+		+	X		+	X	

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